

# Idaho Response to Intervention Project

## External Coaching Application

### Project Summary

#### **Response to Intervention (RTI) is:**

Idaho's Response to Intervention Project: *Moving Forward through Partnership: Implementing RTI to Meet the Needs of All Learners*, is seeking applications from qualified individuals to be trained and supported as External Coaches for the implementation of a multi-tiered system of support known as Response to Intervention (RTI) in local districts and schools participating in the project.

Idaho's Response to Intervention Project: *Moving Forward through Partnership: Implementing RTI to Meet the Needs of All Learners* is being funded through the US Department Special Education awarded State Personnel Development Grant for Idaho. This grant was awarded in October 2012 to the ISDE and is scheduled to be in operation through June 2017. It builds on the work begun under Idaho's *Partnering for Success*, which focused on ways to improve and take to scale systems for providing highly qualified personnel, early intervention and transitional services, using a multi-pronged approach including: (1) an adequate supply of highly qualified special education personnel working in Idaho schools; (2) provision of training and resources to educate teams, including parents on research-based practices and the use of a continuum of educational interventions; and (3) effective secondary transition services provided by education and adult service providers.

The overarching goal of the new project *Moving Forward through Partnership: Implementing RTI to Meet the Needs of All Learners* is to improve the learning and performance of all students by building the capacity of schools to develop, use, and sustain a multi-tiered system of research-based instruction, curricula, intervention, and assessment by providing professional development through training, technical assistance, and coaching.

External Coaches will be supporting districts who have conveyed that they are ready to benefit, have committed an elementary and secondary school to participate, and will maintain a District RTI Leadership Team. The District RTI Leadership Team will consist of one district leader, the elementary and secondary principals from participating schools, a lead teacher from each participating school and one specialty teacher (i.e. ELL, SPED, OT, etc.).

A core component of this project is to train and support a cadre of External Coaches across the state who will, in turn, train and support the District RTI Leadership Team, as well as school teams in their implementation of RTI. To establish this cadre, the Project Director is recruiting individuals \*currently employed by school districts, special education cooperatives, or retired educators.

*\*Note: If employed by a school district, the applicant must have employer approval to dedicate a specified amount of his or her time to receive professional development from the RTI project and provide coaching services to local districts and schools in the implementation of the project Moving Forward through Partnership: Implementing RTI to Meet the Needs of All Learners.*

External Coaches are critical to the sustainability of the statewide implementation of Idaho's *Moving Forward through Partnership: Implementing RTI to Meet the Needs of All Learners* project, in that they will be able to incorporate the content knowledge and competencies developed through their involvement in the External Coaching professional development into their existing jobs. As a result, they will be well-qualified to continue supporting the implementation of RTI after the project comes to an end.

## Role, Qualifications, and Expectations

### Role:

The role of the External Coach is to build internal capacity with the District RTI Leadership Teams to implement and sustain RTI practices through collaborative practices with project staff, such as professional development, technical assistance, and coaching. External coaches will serve as a liaison between the project staff and the districts.

It is anticipated External Coaches will be assigned to work with one-to-three identified participating districts, depending on the size and location of the sites, in order to provide support for the implementation of an RTI system. The support activities will include, at a minimum, modeling facilitation of collaborative meetings and leadership practices; provision of follow-up professional development from trainings; technical assistance in completing self-assessments, implementation rubrics, action planning; and data analysis during RTI meetings with the district leadership team. The logistics of coaching in rural Idaho may necessitate that External Coaches travel on the weekend. Phone, email, and other distance communication tools used between site visits may require evening and weekend contact time.

### Qualifications:

The External Coach's role requires a high degree of integrity and diplomacy, an in-depth knowledge and fluency of RTI concepts, experience conducting small group skill training sessions with adults, and familiarity with general discipline, classroom, behavior and instructional management, and curriculum. Additionally, the coach will need a history of consistent, accurate, and effective follow-through with commitment to the fidelity of the project. Successful experience working with adult learners along with strong interpersonal and communication skills is also an area of needed expertise.

Successful candidates must have demonstrated the ability to work with groups to deliver training and guidance materials with fidelity, experience with facilitating team meetings, the computer hardware and software skills to support data collection, data analysis and presentation needs, and the ability to support several districts in the project.

### Minimum Qualifications:

In order to be considered an External Coach, the applicant must meet the following minimum qualifications:

- Idaho State teacher certification (or able to provide proof of other comparable State certification/eligibility to attain certification).
- Experience as an educator, preferably within the last five years and demonstrable knowledge of RTI program components, both school-wide and individualized, function-based interventions.
- Knowledge of current educational practice and educational reform
- Agreement to attend training institutes that will include 3 consecutive days in the first year, thereafter regular 1-2 day training institutes offered throughout the year.
- Agreement to attend monthly trainings for professional development, first set to include 2 consecutive Coaching trainings, thereafter 1 day, 4 times a year. Also, willingness to attend related mandatory training sessions offered through the RTI project at the district's cost, as needed.
- Commitment to accept up to a 3-year assignment, through Tiers 1-3.

**Staff being considered as Coaches should have the following experiences and skills:**

- Intermediate understanding of the essential components of Response to Intervention Systems.
- Intermediate understanding of analyzing data.
- Intermediate computer skills.
- Familiarity with typical district and classroom structures, operations, policies etc.
- Familiarity with Early Warning Systems.
- Familiarity with evidence-based instructional practices, Common Core Standards and curriculum.
- Experience with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators)
- Ability to conduct small group training sessions with adults.
- Ability to facilitate team members.
- History of consistent follow-through with tasks.

**Expectations:**

- Participate in evidence-based training institutes and professional development trainings with district sites.
- Attend and participate in monthly professional development sessions and network meetings through audio calls, GoTo Meetings, and/or webinars with the coaching team, and attend face-to-face meetings.
- Communicate with project staff via email, phone calls, GoTo Meetings, etc., to receive ongoing coaching and technical assistance.
- Meet with participants through onsite, teleconference, videoconference, etc. to provide support and follow-up professional development training in the work of implementing a district/school wide RTI system at the assigned school/district for an average of 2 hours per week for 36 weeks.
- Adhere to the processes and tools presented by the Idaho Department of Education to meet the conditions of the grant.
- Submit records (quarterly reports; monthly personnel logs; evaluation survey data; and outcomes) to Project Director to meet the conditions of the grant.
- Submit quarterly reports describing status/progress of internal school coaching.
- Provide on-site technical assistance to support schools and districts in their efforts to improve systems and structures that increase student achievement; complete required Self-Assessments and RTI Implementation Rubrics; action planning.
- Facilitate action planning by participating districts and school personnel in response to feedback received during calibration visits.
- Work collaboratively with educators to assess district and school needs, and design interventions based on education research.

**Benefits of Participation**

Through participation in the project, External Coaches will receive ongoing professional development through training, coaching, and technical assistance in practices for effectively supporting districts in the implementation of the multi-tiered system/Early Warning System, RTI.

More specifically, project staff will facilitate monthly professional development sessions to enhance External Coach's RTI foundational content and procedural knowledge, develop Early Warning Systems, and coach instructional practices: (skills & understanding, stages of concern & levels of use, clarity & commitment, instructional core and problems of practice). In addition, project staff will facilitate opportunities for External Coaches to network with other regionally-based External Coaches to collaborate and share information regarding procedures for successful implementation of RTI.

Through participation in the professional development activities with the project staff, External Coaches will receive resources to utilize in providing follow-up training, coaching, and technical assistance to District RTI Leadership Teams.

**Project Staff Commitments**

Providing monthly coaching and technical assistance support via technology (e.g., email, conference calls, blogs, Go To Meetings) or other means of communication.

Providing monthly professional development sessions to teach the Basic Skills of an External Coach that includes:

- *Training* to teach knowledge acquisition and skill development across the core principles of RTI.
- *Coaching* to support application of skills to the district and school setting.
- *Technical Assistance* to problem-solve struggles or barriers with implementation and offer advice, information, and resources to assist with the implementation.
  - Facilitating networking opportunities with other regionally-based External Coaches.
  - Modeling effective coaching practices on-site with district and/or school-based teams and with External Coaches. Modeling of skills may include administering a self-assessment, developing an implementation action plan and problem-solving and/or troubleshooting to overcome barriers.
  - Paying costs incurred for materials and travel in conjunction with carrying out external coaching responsibilities under the Network, as needed.

## Process

Interested educators should complete the following information which must be received by **January 3<sup>rd</sup> no later than 12:00 p.m. MST**, in order to be considered as an applicant:

- Letter of Interest. In the letter please describe your experience in working with groups to develop and implement a multi-tiered system of support, any training or experience with Schoolwide, PBIS, and systems change. In addition, any specific skills you possess that would enable you to be successful as a Coach. (Maximum two pages in length, 12pt type, double-spaced.)
- Written references from at least two educators (one from leadership), who is familiar with your work. Please use the Coach Recommendation Form attached. Written references are to be sent directly to the address below and must be received by our office on **January 3, 2013** for your application to be considered complete. (Two forms are attached to application.)
- Résumé citing education, work history and professional experiences that would support involvement in this program. Include the names and contact information of the two people who will be submitting reference materials for you.

Completed Coach's Skill Inventory. (Attached to application and submitted online. Find the form under the State Department website, Rtl program: <http://www.sde.idaho.gov/site/rti/>)

Submit to:

Fanny Wilson  
Administrative Assistant  
Statewide System of Support  
P.O. Box 83720, Boise, ID 83720-0027  
Phone: 208-332-6973  
Email: fwilson@sde.idaho.gov

Applications will be reviewed **January 7<sup>th</sup>**. Each candidate will be notified via email or phone call of their selection or non-selection **for a follow-up phone interview**. Final selected candidates will be notified by **no later than January 18, 2013**.

## Questions

**If you have questions regarding this application, please contact:**

Adria David  
Coordinator, RTI & Schoolwide, Title I  
Statewide System of Support  
Phone: 208-332-6979  
Email: adavid@sde.idaho.gov

OR

Fanny Wilson  
Administrative Assistant  
Statewide System of Support  
Phone: 208-332-6973  
Email: fwilson@sde.idaho.gov